

Pamela Clark
Resource Teacher for the
Gifted
Campbell Elementary School
November 14, 2022

Before we start

- If you have questions about your individual child, please email me at Pamela.Clark@apsva.us
 - please include your name
 - your child's name (if applicable)
 - your contact information
 - the best time for me to reach you.
- General questions will be answered at the end of the presentation.

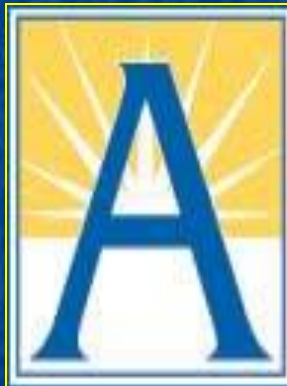
Learning Targets

- I can explain how students are identified, and how gifted students are served in APS and specifically at Campbell.



NATIONAL ASSOCIATION FOR
Gifted Children

Supporting the needs of high potential learners



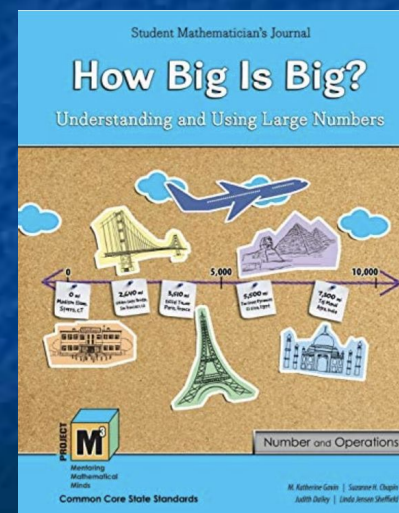
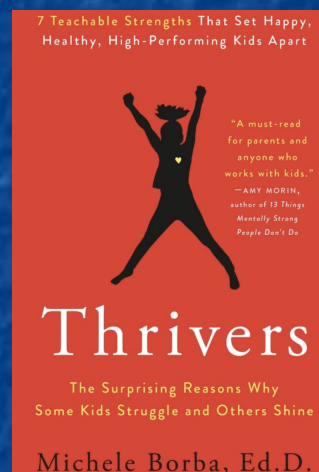
Arlington
Public
Schools



THE NAGC recommends that every school provide:

THE NAGC recommends that every school provide:

- access to curricular resources designed for gifted learners
- systematic and substantial professional development for all teachers
 - needs of gifted learners
 - differentiation in general
 - flexible grouping approaches
- resource specialists who can support the classroom teacher
 - in assessing gifted learner differences
 - making adjustments to the curriculum
 - and implementing advanced curriculum and strategies



Virginia Gifted Regulations – APS Local Plan 2017 - 2022

Virginia Department of Education regulations state that each school district must develop a plan to identify and provide services to those students who have learning needs beyond the regular instructional program.

<https://www.apsva.us/wp-content/uploads/2015/04/2017-2022-Gifted-Services-Local-Plan.pdf>

Shared Responsibility for Daily Differentiation for Gifted Learners



Part 1: Professional Learning Communities



Part 1:

Professional Learning Communities

Four Key Questions Focus Us on Learning

- 1 What is it we expect our students to learn?
- 2 How will we know when they have learned it?
- 3 How will we provide time and support when they don't learn it?
- 4 **How will we extend learning when they already know it or learn it quickly?**

My roles within a PLC

- increase cluster teachers' capacity to infuse gifted pedagogy into the general education classroom for daily differentiation
- increase all teachers' capacity to infuse critical and creative thinking strategies to challenge and engage all learners

My roles within a PLC

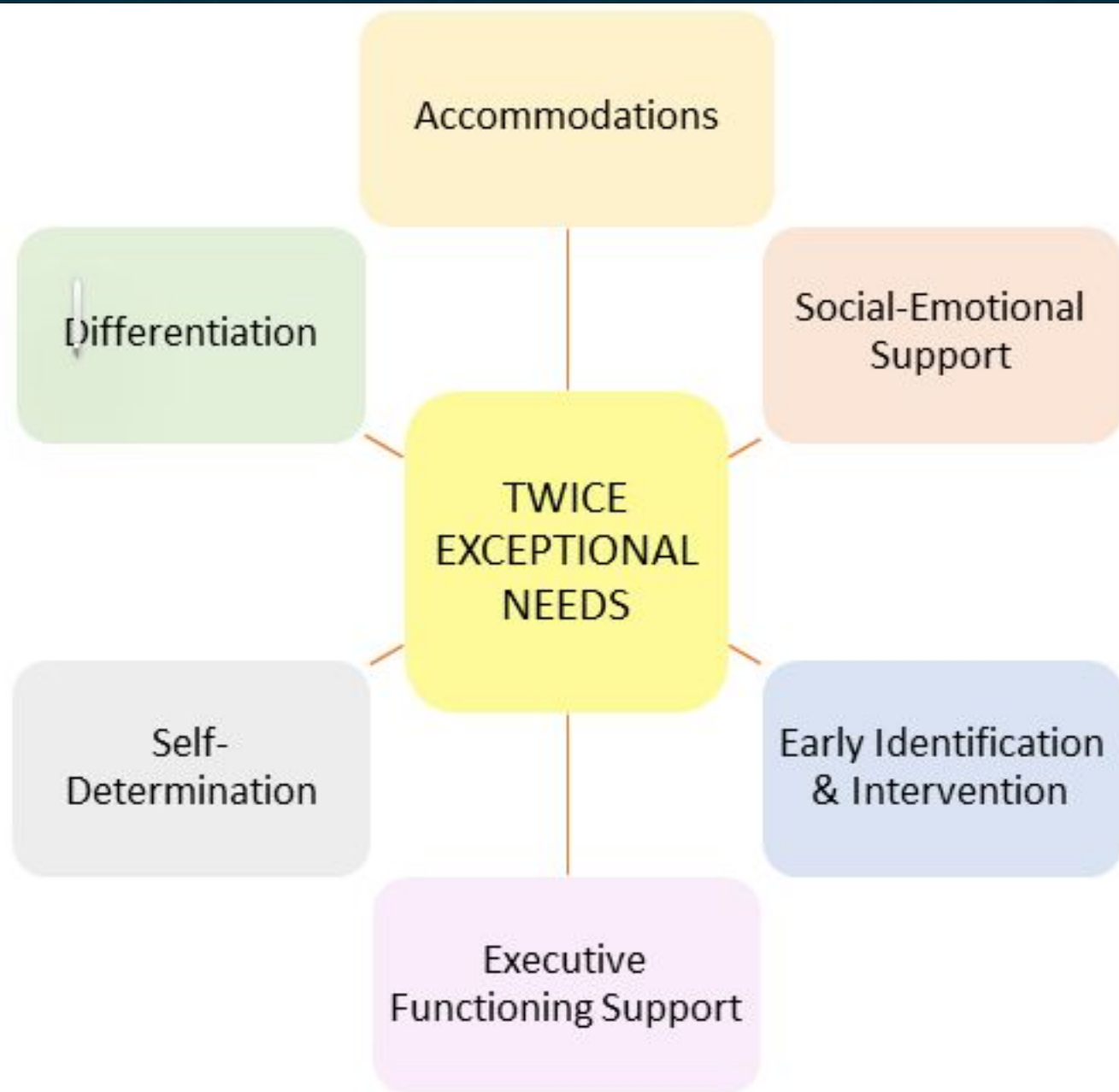
- support cluster teachers in documenting growth of gifted learners beyond standards via differentiation forms and digital photos
- lead teams in their understanding of diverse characteristics of gifted learners
- lead teams in the screening and identification process

RTGs as Advocates for Historically Underserved Populations

- Twice Exceptional (2e)
- English Learners
- High Ability, Low Income Students
- Underachieving Students

2e Wrap Around Support





2e at Our School

- Special education teacher provides input and/or attends screening and identification meeting of 2e students
- RTG, special education and classroom teacher work together to provide both gifted services and special education support to 2e learners

ELs Support

- Similar to 2e with wrap around support
- RTG works collaboratively with general education teacher and English Language teacher to support
 - Building Background Knowledge
 - Access to Grade Level Content
 - Opportunities for Critical & Creative Thinking

Gifted Services in K-5 classrooms



Teachers can differentiate

Content

Process

Product

according to the student's

Readiness

Interests

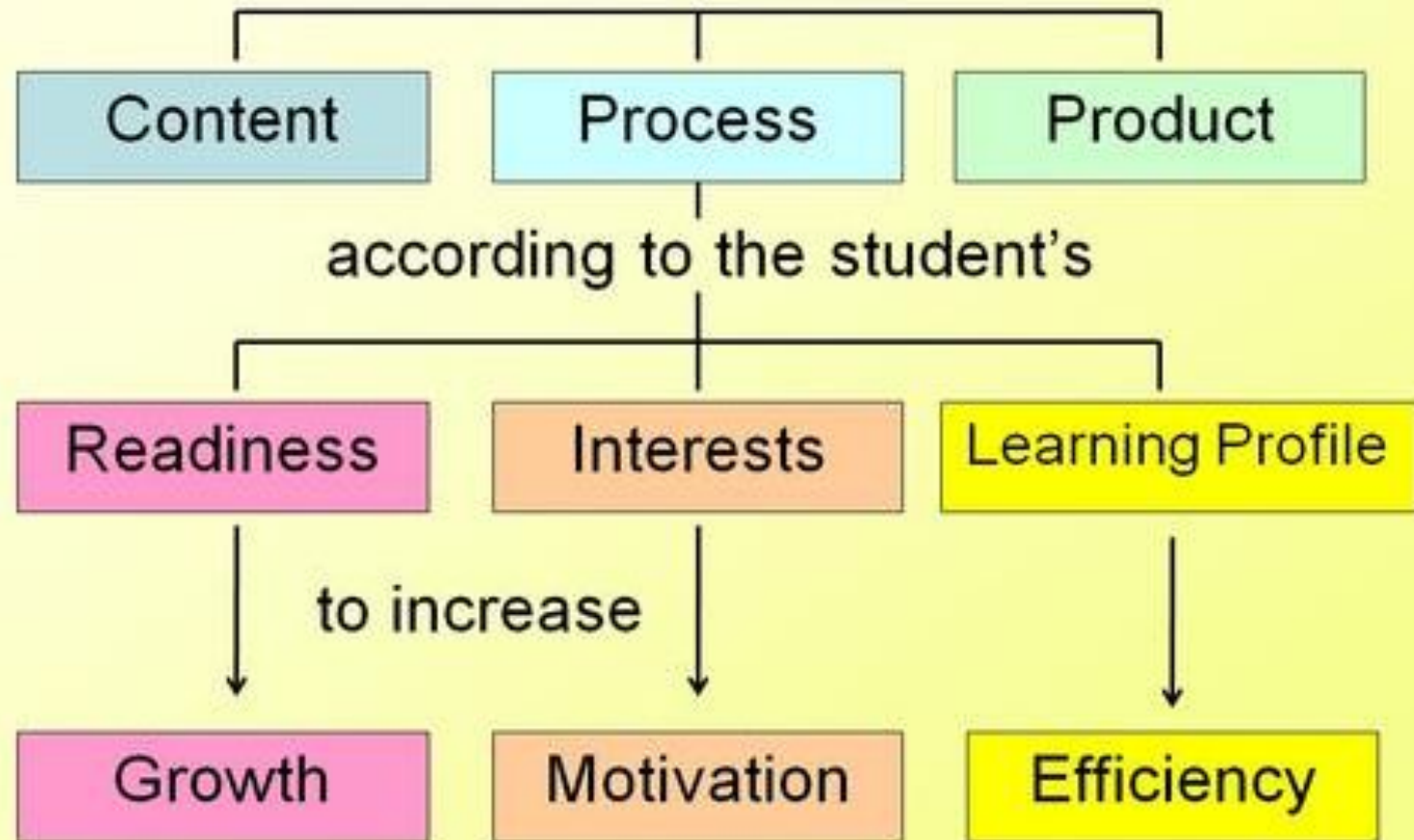
Learning Profile

to increase

Growth

Motivation

Efficiency



Differentiation

"Differentiation is simply a teacher attending to the learning needs of a particular student or small groups of students, rather than teaching a class as though all individuals in it were basically alike."

Carol Ann Tomlinson

①

Content

What is to be learned



- Learner outcomes based off standards
- Student need and progress informed by formative assessment
- Student interests
- Varied resources/texts
- Build on student strengths
- Teach strategies for areas of deficiency

②

Process

How students acquire information



- Curriculum compacting
- Scaffolding
- Gradation of skills proficiency
- Flexible grouping & pacing
- Multiple learning tools offered
- Effective questioning
- Variety of instructional strategies

③

Product

How students demonstrate learning



- Academic and affective needs addressed
- Learner style considered
- Authentic activities & assessment
- Various opportunities and choice as to how students demonstrate their learning. They can write, speak, conduct, create, research, record, share, and more

④

Learning Environment

Where and with whom students learn



- Room arrangements
- Learner Responsibility
- Expand walls of classroom
- Student interaction
- Student ownership

Created by: Lisa Westman

@lisa_westman



Collaborative Teaching

- Collaborative Teaching may involve:
 - Whole group team teaching with classroom teacher
 - Small group teaching in classroom, coordinated and co-planned with classroom teacher
 - Co-planning with classroom teacher to support differentiation on days when gifted resource teacher is not in the classroom
 - Flexible grouping, which may be determined by
 - Needs of students and/or the classroom teacher
 - Difficulty of unit/topic



Arlington Public Schools

K-12 Critical and Creative Thinking Models & Strategies

Critical Thinking Teaching Models

- Concept Development Model (Change, Patterns, Systems, Perspective, Cause/Effect)
- Future Problem Solving
- Jacob's Ladder
- Paul's Reasoning Model
- Problem-Based Learning
- Project-Based Learning
- Research Model
- Socratic Seminar
- William and Mary Teaching Models (Vocabulary & Literature Web, Persuasive Writing, Analyzing a Historical Situation)

Creative Thinking Models

- Creative Problem Solving (CPS)
- SCAMPER

Categories of Thinking Strategies

Decisions and Outcomes

- Habits of Mind
- PMI
- Visualization

Making Connections

- Analogies
- Encapsulation
- FFOE (Fluency, Flexibility, Originality, Elaboration)
- Mind-Mapping
- Syntetics

Point of View (Different Perspectives)

- Debates
- deBono's Hats
- RAFT
- Socratic Seminar/Junior Great Books
- Structured Academic Controversy

Questioning

- Question Formulation Technique (QFT)
- Levels of Questioning
- Revised Bloom's Taxonomy

Advanced-Content Resources

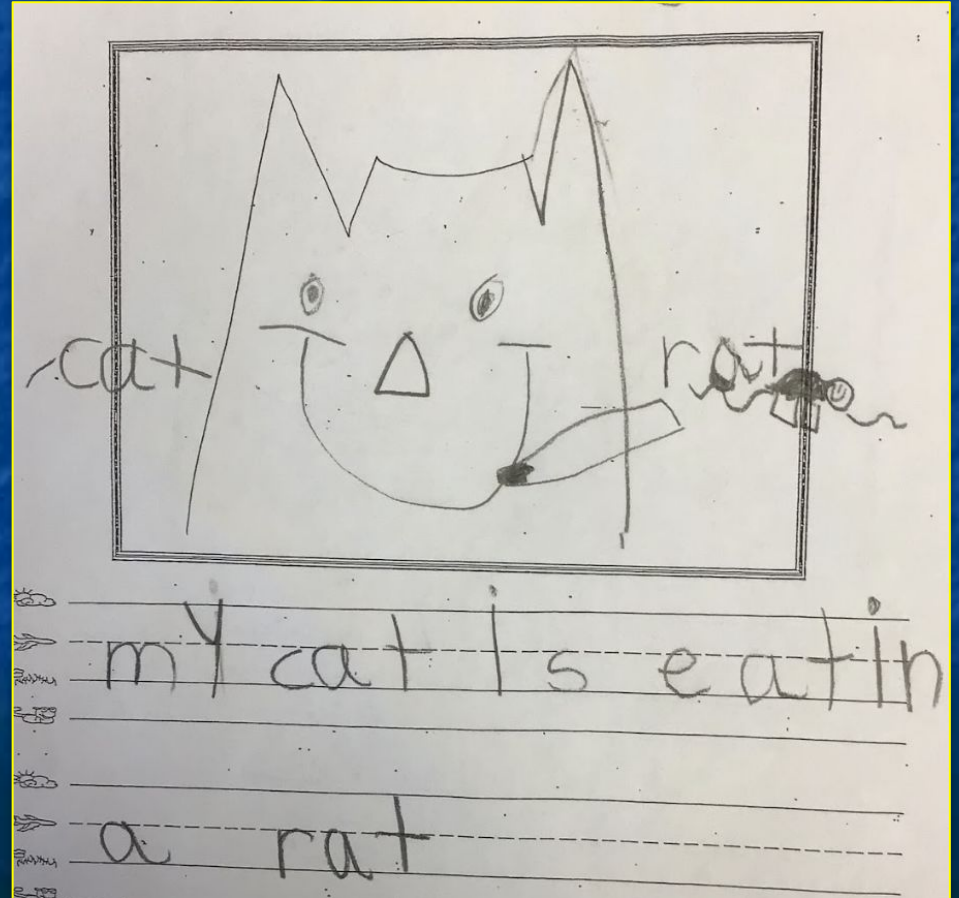
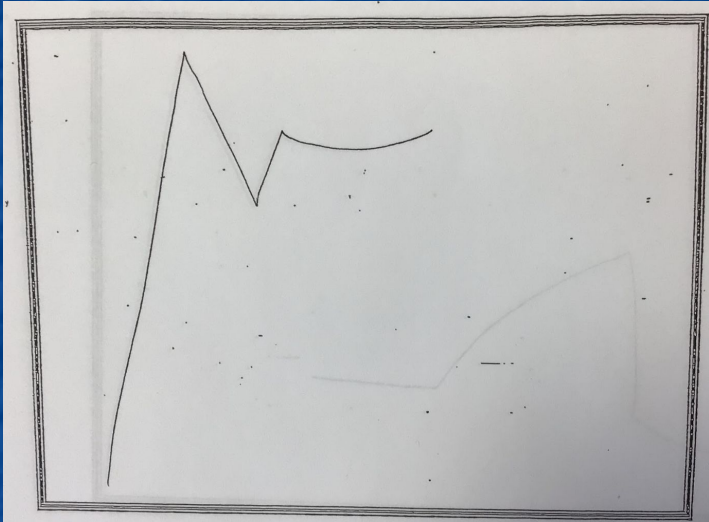
- *William and Mary Literature Units*
- *Junior Great Books/Socratic Seminar*
- *Jacob's Ladder Reading Comprehension Program*
- *Schoolwide Enrichment Model-Reading (SEM-R) Framework*
- *Project M2 and Project M3*
- *Best of the Continental Math League*
- *APS Grade 5/6 Math Curriculum*
- *Hands-On Equations*
- *Project Clarion Science Units*
- *William and Mary Problem-Based Science Units*
- *William and Mary Social Studies Units*
- *History Alive!*
- *The DBQ Project*
- *Primary Source Documents (Library of Congress)*
- *Socratic Seminar*

Classroom Support (K-1)

- Collaboratively plan Critical and Creative Thinking (CCT) lessons
- Model and deliver monthly CCT lessons
- Build capacity for teachers to replicate similar lessons in the future
- Provide support for differentiating instruction
- Working with teachers to find and nurture underrepresented populations

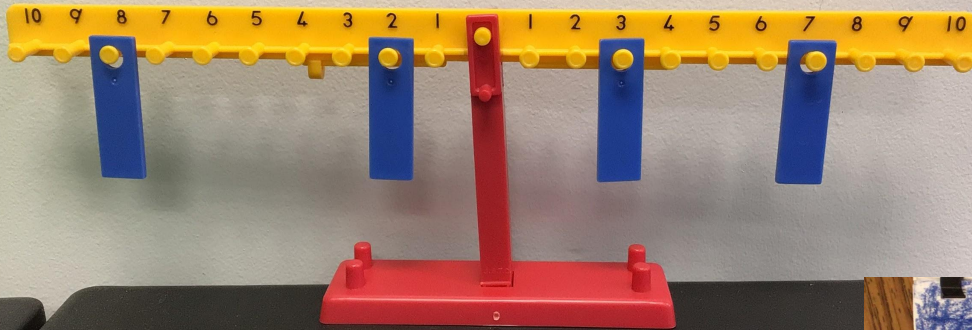
Sharing Strategies in Kindergarten

Campbell Way Monthly Thinking Lessons

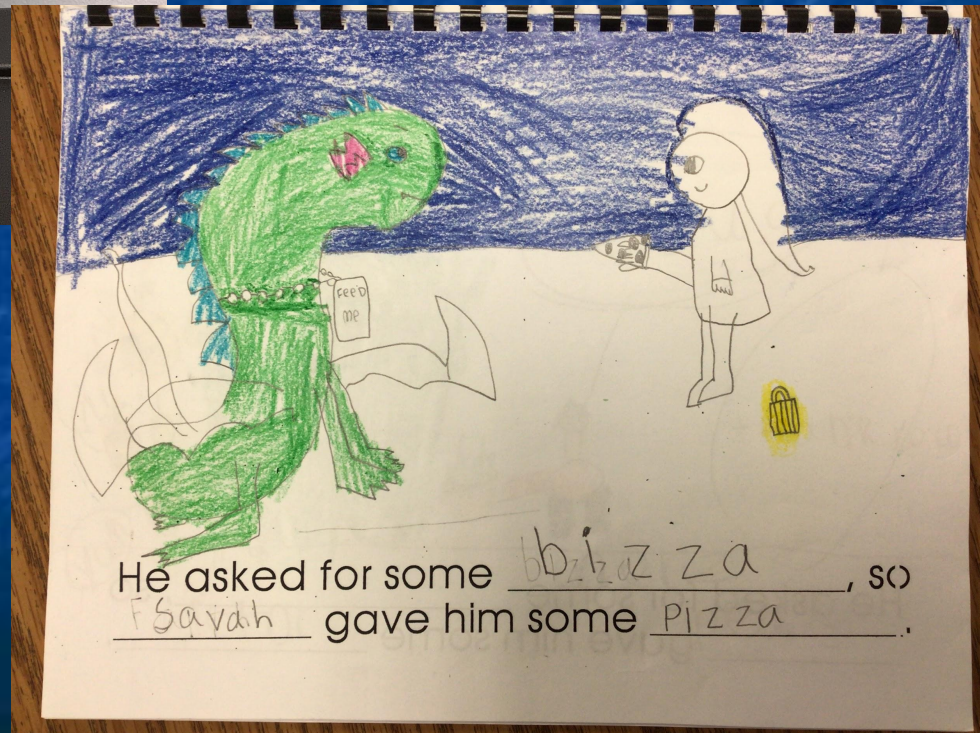


1st Grade Push-in Classroom Support

Balancing Equations



Rhyming and Nonsense Words

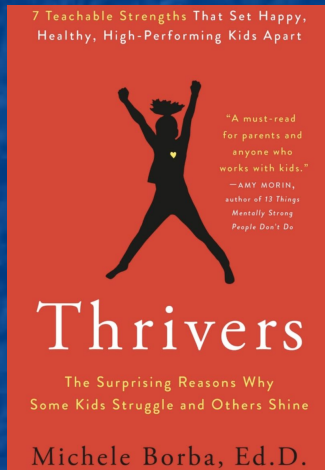


Classroom Support (Grades 2-5)

- Collaborate weekly with cluster teachers to plan and/or implement advanced content
- Utilize collaborative teaching methods in **cluster classrooms** to infuse curriculum written for gifted learners
- Incorporate CCT skills to build capacity of teachers to replicate similar lessons in the future
- Provide support for differentiating instruction
- Working with teachers to find and nurture underrepresented populations

Planning with Teachers

Collaborative Book Studies: *Thrivers*



Name(s) _____

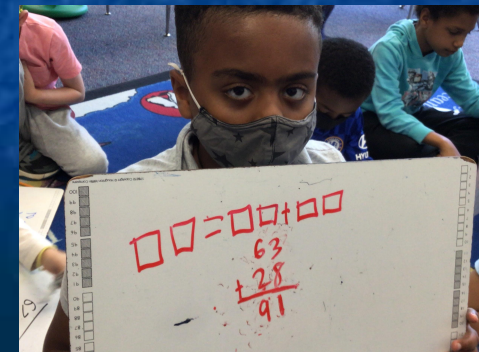
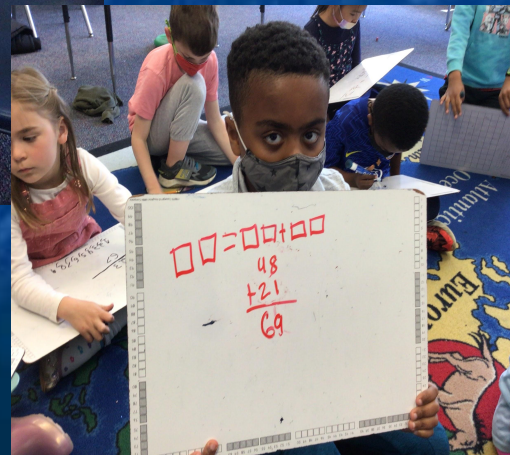
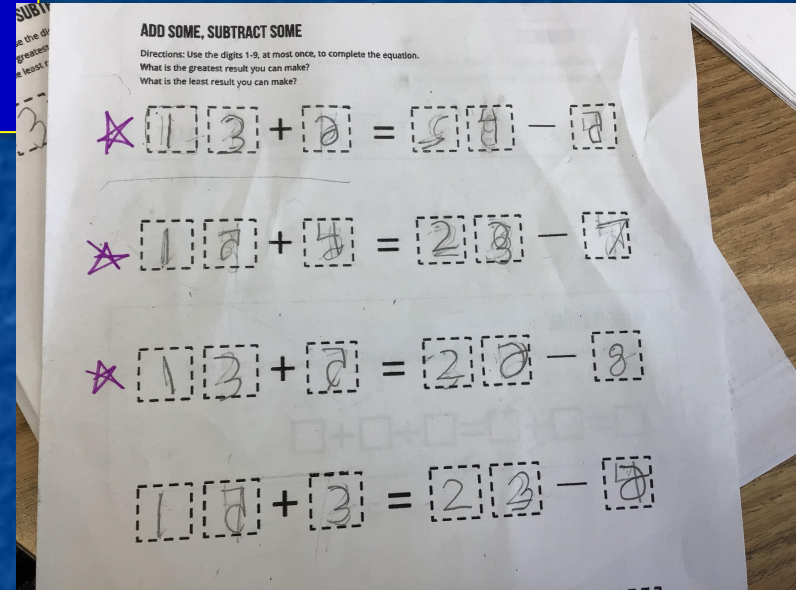
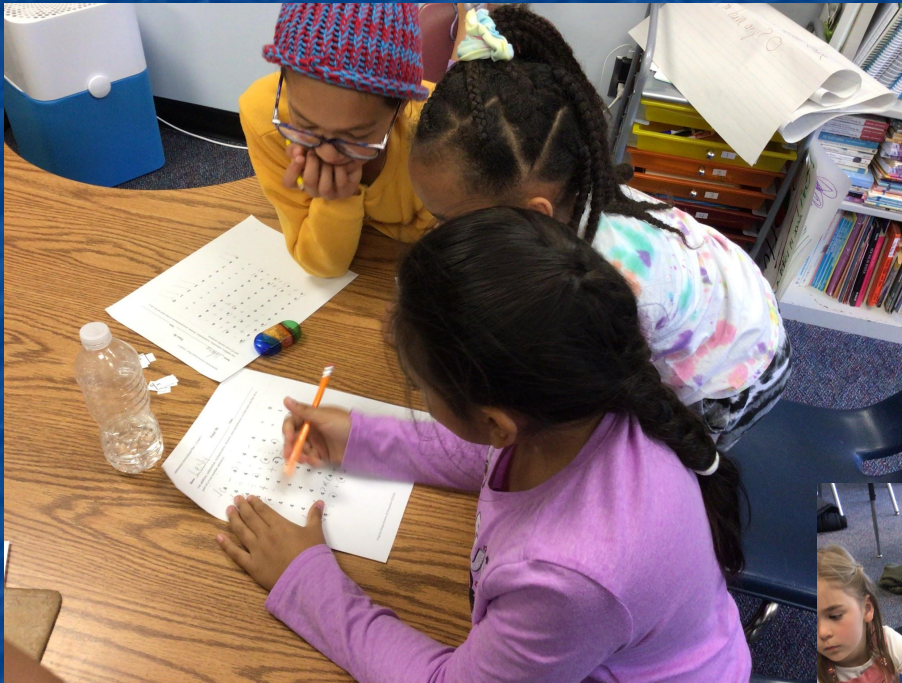
EMPATHY MAP

INTERESTS + GOALS	AREAS OF STRENGTH
ACADEMIC NEEDS	CAREER NEEDS
SEL NEEDS	

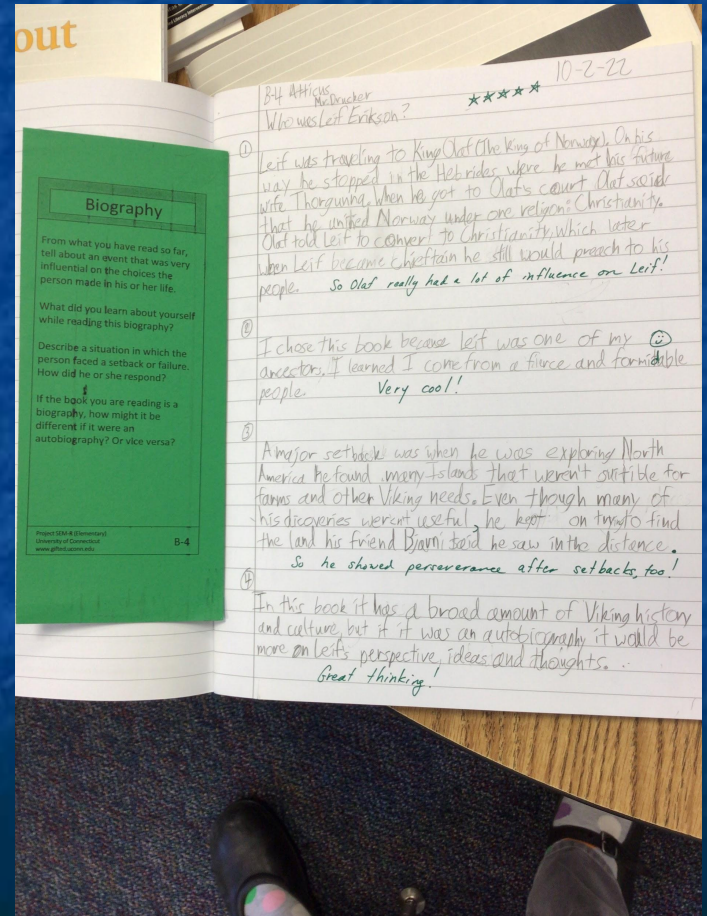
Wonder
Wednesdays

Promoting Flexible Thinking

Use of Open Middle and other problems with more than one correct answer



Support for Advanced Learners: SEM-R Bookmark Reading Responses



Advanced Problem Solving

Sharing Multiple Strategies for Solving the Same Problem

3) If today is a Tuesday, what day of the week will it be 75 days from today? 3) Sunday

m, t, w, th, f, Sat, Sun

5, 1, 2, 3, 4, 5, 6, 7

$$\begin{array}{r} 10 \\ 7 \overline{) 70} \end{array}$$

$$\begin{array}{r} 75 \\ - 5 \\ \hline 70 \end{array}$$

3) If today is a Tuesday, what day of the week will it be 75 days from today? 3) Sunday

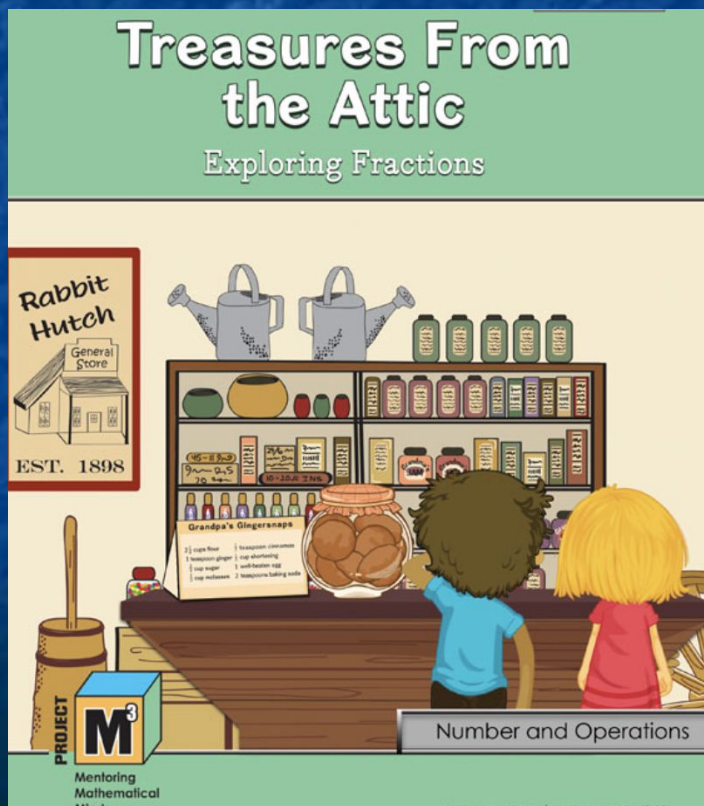
my boy

Day	0	7	14	21	28	35	42	49	56
Tuesday	0	7	14	21	28	35	42	49	56
Wednesday	7	14	21	28	35	42	49	56	63
Thursday	14	21	28	35	42	49	56	63	70
Friday	21	28	35	42	49	56	63	70	77
Saturday	28	35	42	49	56	63	70	77	84
Sunday	35	42	49	56	63	70	77	84	91

75 days from Tuesday is Sunday.

Planning and Co-Teaching

Advanced Content: Project M³



Planning with Teachers

Using CCT (Critical and Creative Thinking) Strategies like the PMI (Plus, Minus Interesting) Tool to promote Growth Mindset



Plus 😊 She kept
trying and she didn't
give up. and she
made something
wonderful. and she
put lots of effort
into it. and she
worked hard.



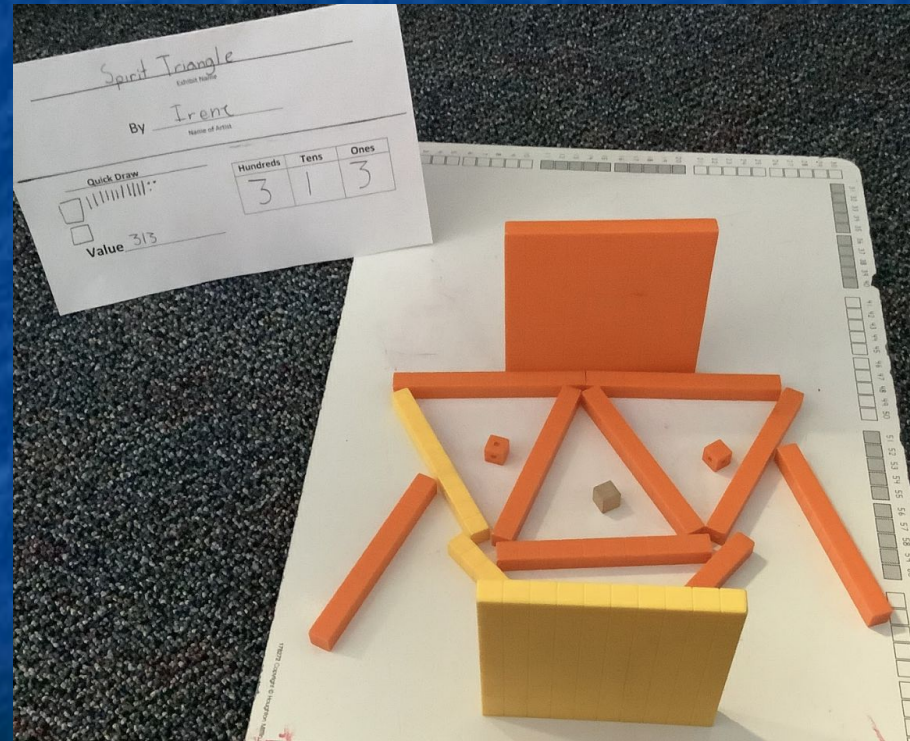
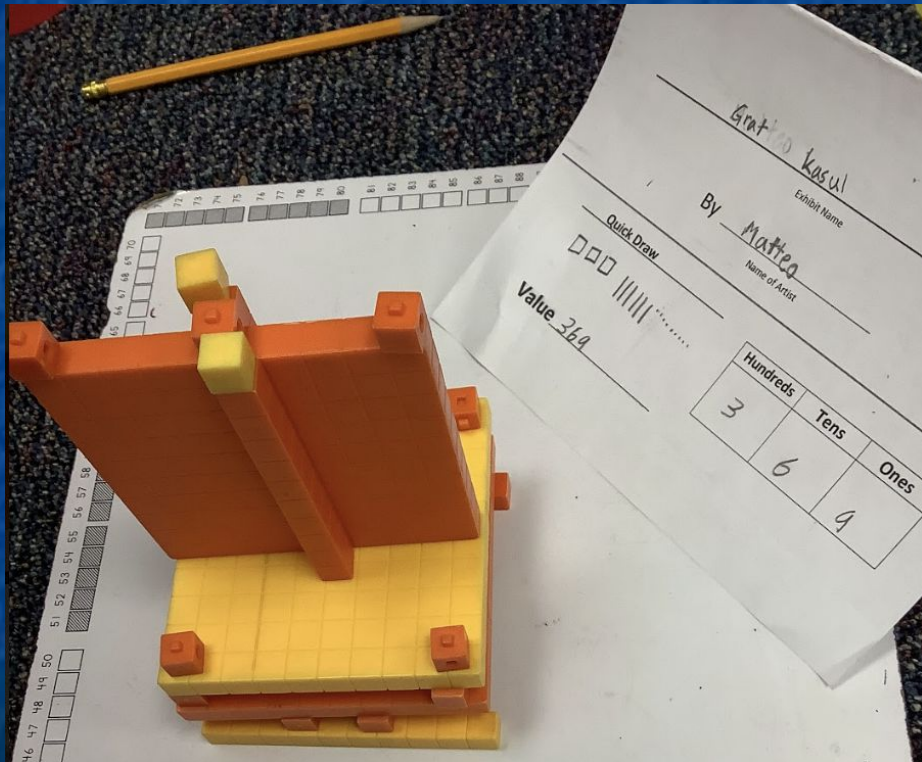
Minus 😞 She got
really Angry and she
exploded. She
spiked her finger.
She was rushing
she got very worked up.

Interesting 🤖 she
took A walk and
she made a
magnificent thing.
& she resized.



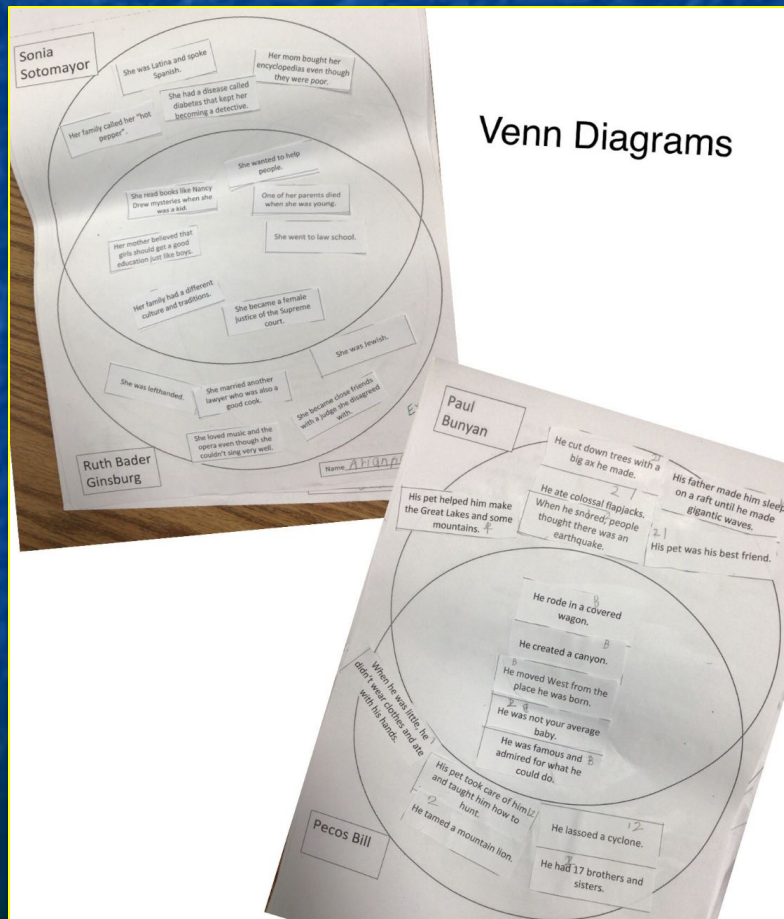
Planning and Co-Teaching

2nd Grade Place Value Museum



Supporting the Goals of Teachers

Planning for Vocabulary Development and Making Comparisons



Chris Van Allsburg Book Reflection

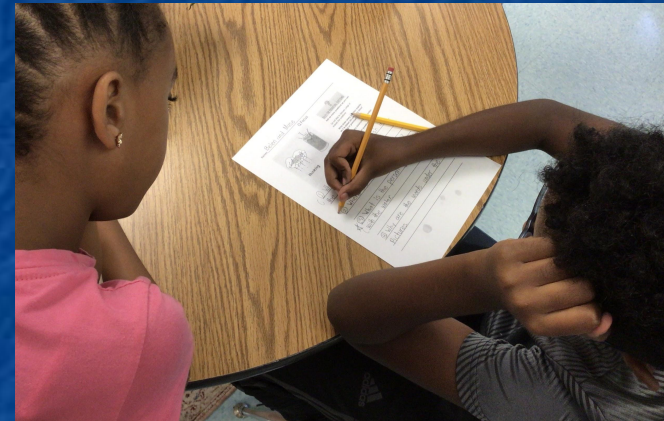
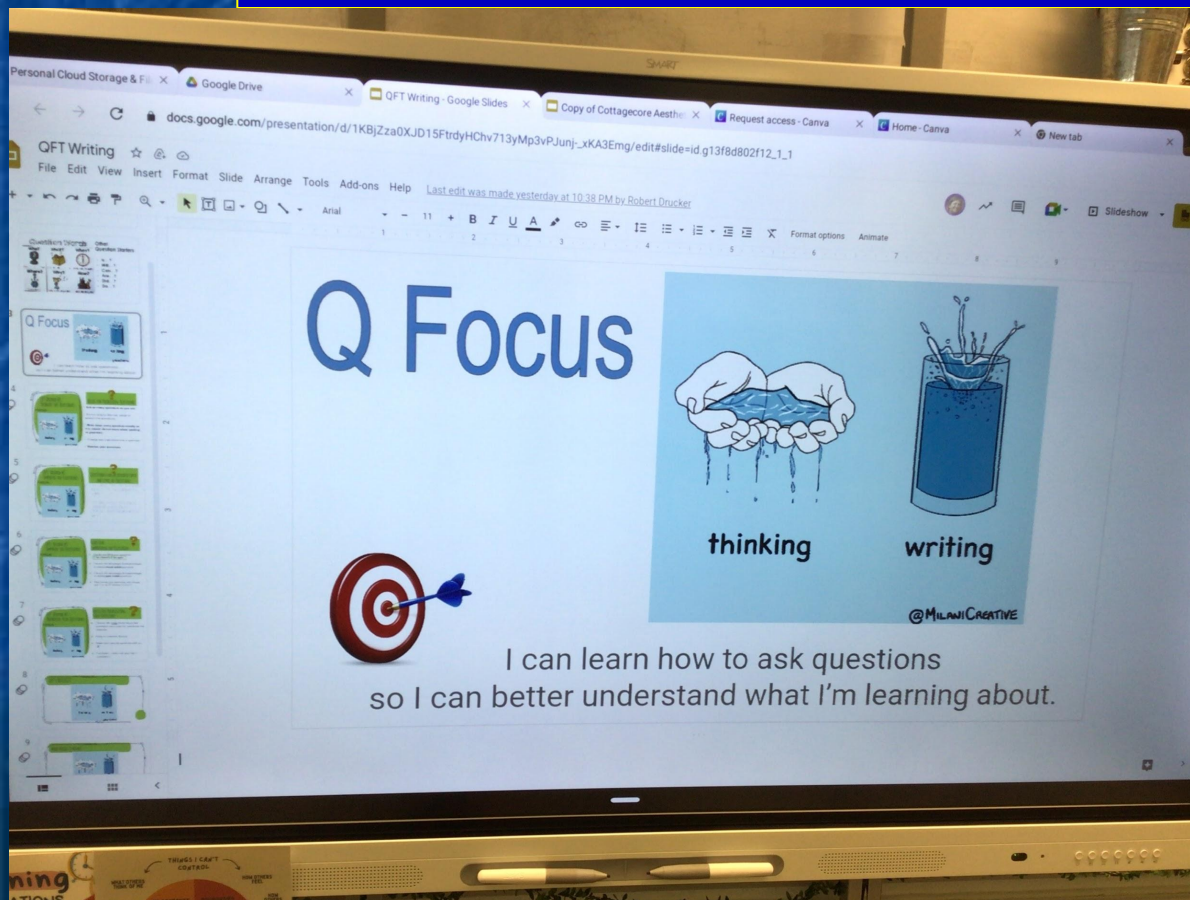
Name _____

Title: _____

A Better Word	
New Vocabulary	Synonym or Definition
Ordinary	Extraordinary
Hidden Meaning What can you infer happened even though Chris Van Allsburg didn't write it?	
Theme What lesson(s) might this story be trying to teach the readers?	

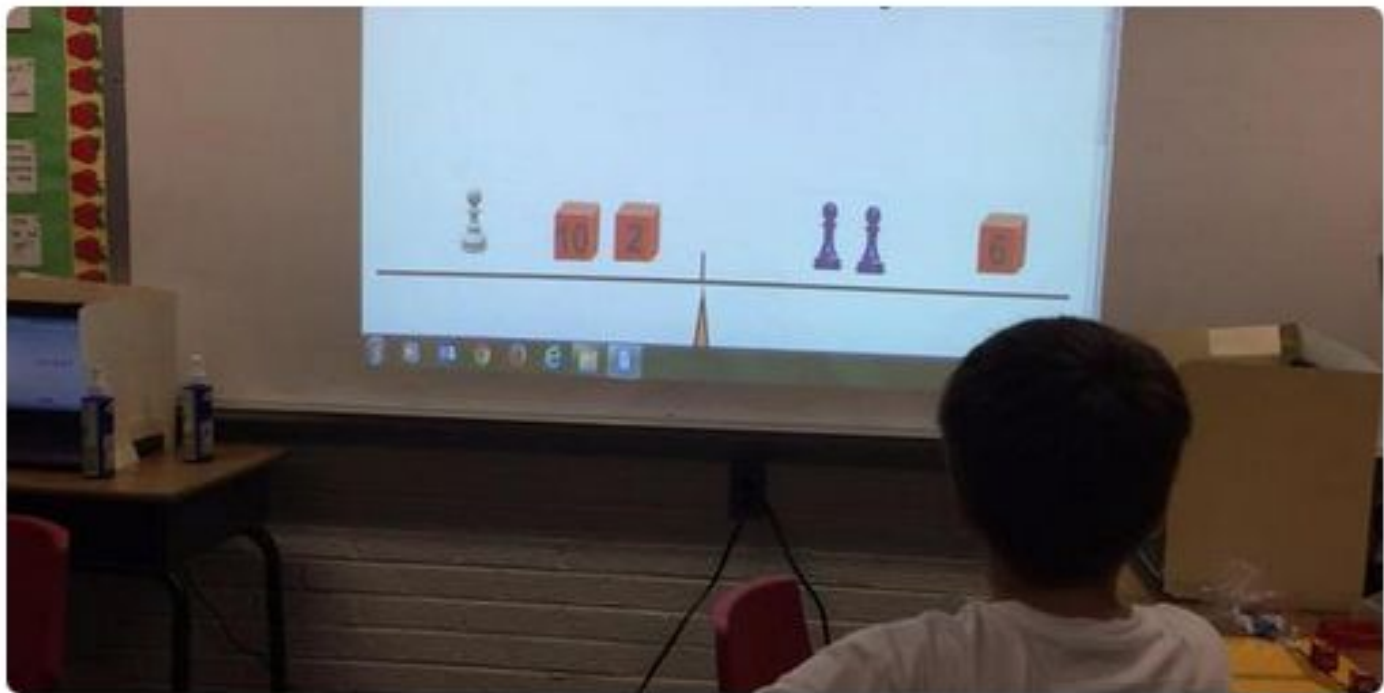
Leading Whole Group Lessons

Critical and Creative Thinking for All:
Introducing the QFT to 4th and 5th Graders
to Kick Off Writing this Year



Leading Small Group Lessons

Advanced Content: Hands On Equations



Leading Small Group Lessons

Advanced Content: Jacob's Ladder

D3

Creative Synthesis

Think about what you know about how to conduct an experiment. Outline the processes that you understand are necessary to conduct research in the chart below. Describe each process briefly.

	Necessary Processes
Before the Experiment	
During the Experiment	
After the Experiment	

D2

Summarizing

Create a news headline for this article that is accurate yet "catchy," such that people would want to read it. Be ready to defend your headline.

D1

Paraphrasing

How do the researchers know that wolves are better at counting than dogs? Paraphrase their findings in your own words.

IN TESTS OF MATHEMATICAL ABILITIES, WOLVES LEAD THE PACK OVER DOGS

Excellent!

D3 B They asked a question and they prepared for an experiment.

D3 D With food and cups they hid food in the cups and brought wolf's and dogs to find with cup has more food.

A the scientists checked the information and results.

This one needed a title for the article.

D2 Wolf's and dogs are not the same one is small/eq while another one is BIG.

D1 Wolf's are good at count^{ing} for them always be in the wild and hunting for food.

Yes! R. L. ...

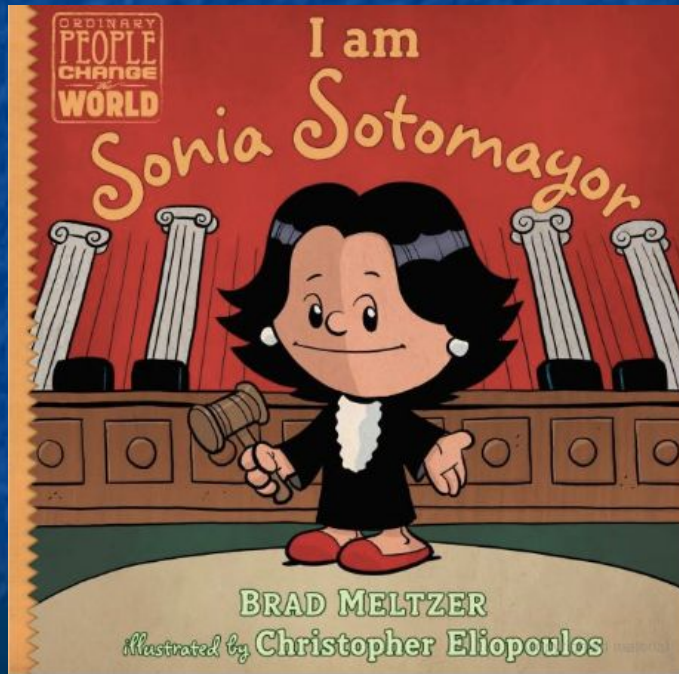
Connecting to Content

This happens especially during EL expeditions.







Modeling of CCT Strategies

Critical and Creative Thinking: DeBono's Hats (Perspective Taking)



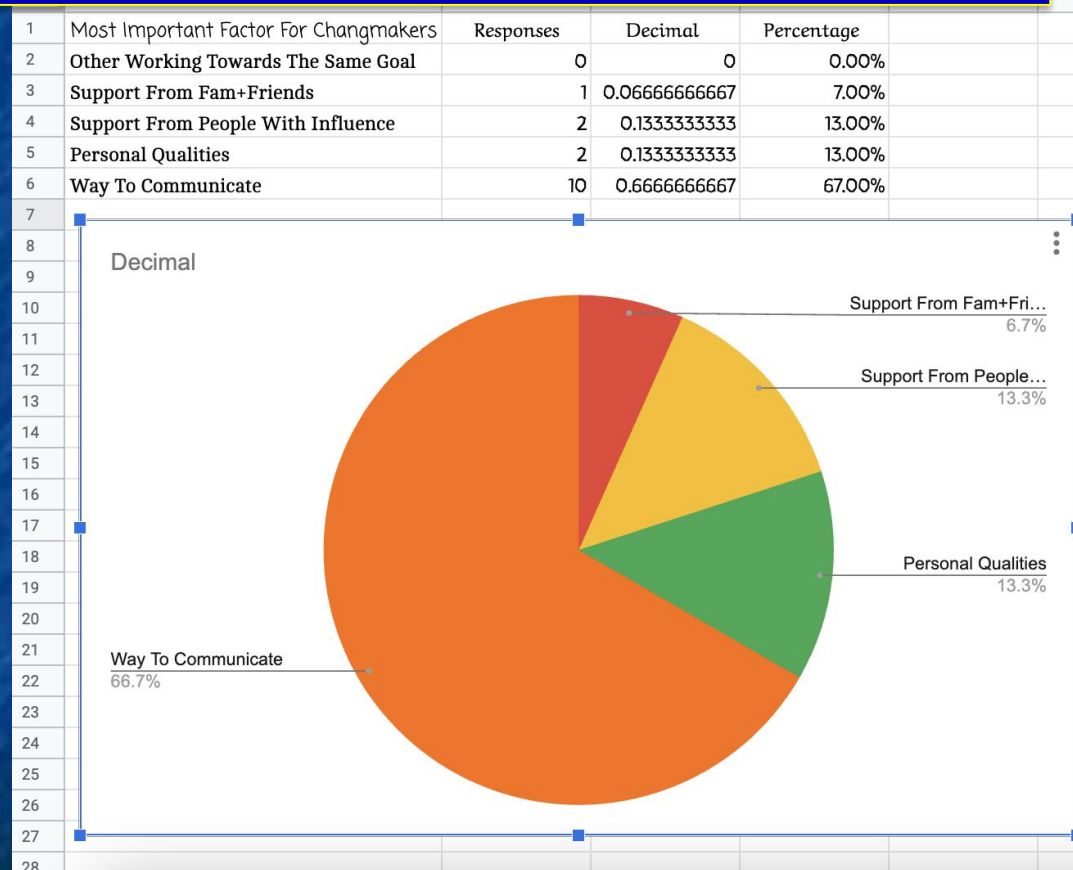
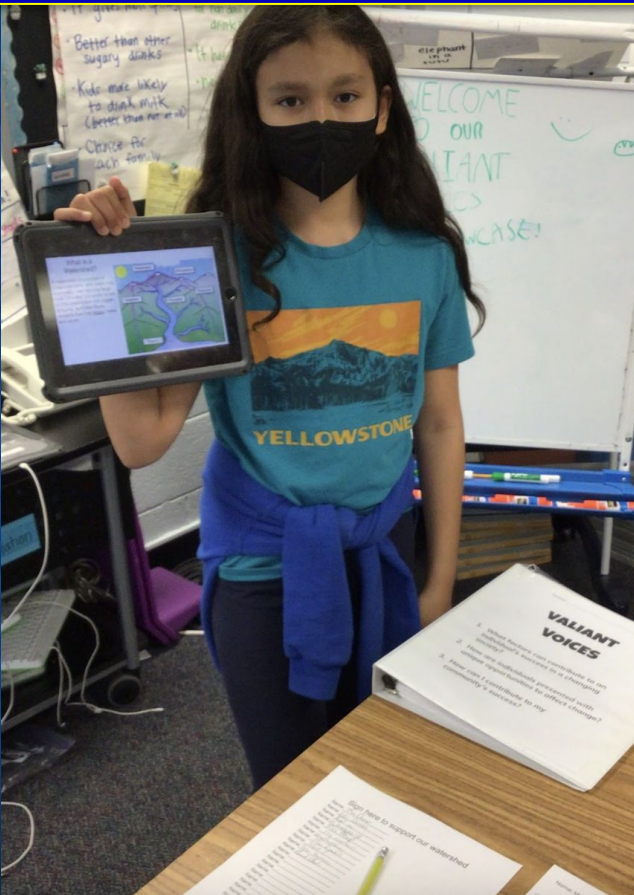
Name [REDACTED]

Sonia Sotomayor

 White Hat Facts They told her hat peper She felt silly	 Red Hat Feelings her Dad died She was sad
 Yellow Hat Good She got to Princeton She felt good	 Purple Hat Problems She had diabetes She felt scared

Connecting to Content

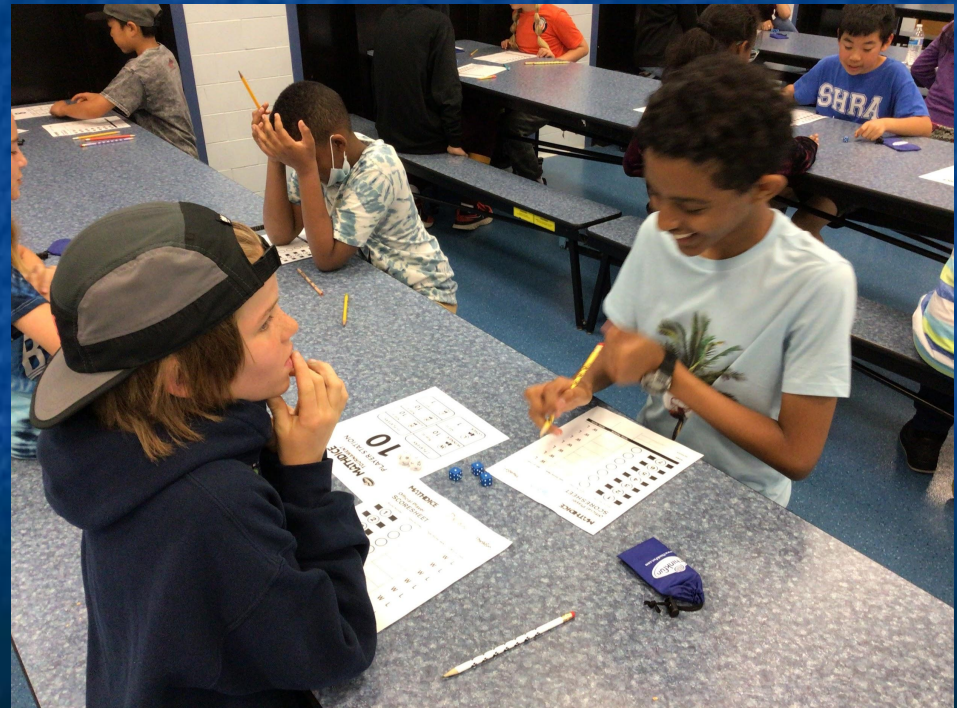
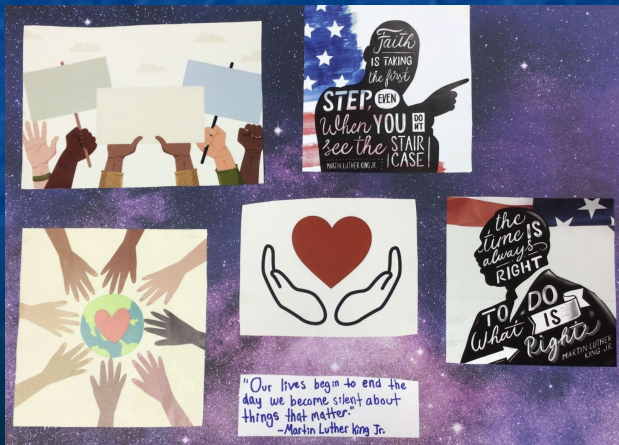
Changemaker Expedition: Math to Support that Content



5th Grade Competitions

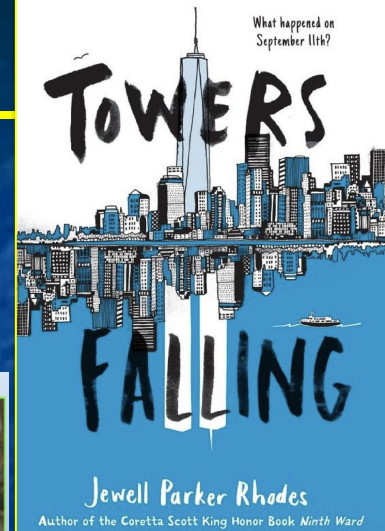


The Campbell Science Bowl,
the Math Dice Tournament, and
Martin Luther King, Jr. Contest



Community Book Clubs

A Chance for Students Multiple Grades to Come Together to Think Critically, Discuss Novels and Reflect on Themes Relevant to their own Lives.



The war in Syria

The Syrian civil war is an ongoing multi-sided civil war in Syria fought between the Syrian Arab Republic led by Syrian president Bashar al-Assad and various domestic and foreign forces that oppose both the Syrian government and each other, in varying combinations.

In March 2011, pro-democracy demonstrations erupted in the southern city of Deraa, inspired by uprisings in neighbouring countries against oppressive rulers. When the Syrian government used deadly force to crush the dissent, protests demanding the president's resignation erupted nationwide.

The Syrian government used violence to suppress demonstrations, making extensive use of police, military, and paramilitary forces. Opposition militias began to form in 2011, and by 2012 the conflict had expanded into a full-fledged civil war.

By Chelsea



Afterschool Activities

Odyssey of the Mind and Community Meeting Crew



Communication

- Differentiation Record Form quarterly report to parents for identified students in grades K-5
- Parent information sessions (BTSN & Fall Session) as well as Parent-Teacher Conferences
- Ongoing collaboration between RTG-classroom-home
- <https://campbell.apsva.us/gifted-services/>
- Twitter: @ThinkCampbell

Getting Connected: APS Gifted Services

APS Gifted Services Website www.apsva.us/giftedservices

Sign up for @APSGifted



Gifted Services Advisory Committee (GSAC)

Arlington Public School's Parent Advocacy Group Part
of [Advisory Council on Teaching and Learning](#)

Monthly meetings (Mondays, 7:00 - 8:30 PM)

If interested in serving on this committee and/or attending
a meeting, please contact carlisle.levine@gmail.com or
geastman@cornerstone.com



Contact Information

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Phone: 703-228-6770



Campbell
ELEMENTARY SCHOOL

Cheryl McCullough, Supervisor, Gifted Services

Email: cheryl.mccullough@apsva.us

Phone: 703-228-6159



Parent Resources

- Virginia Association for the Gifted (VAG)
<http://www.vagifted.org>
- National Association for the Gifted (NAGC)
<http://nagc.org>
- Supporting Emotional Needs of the Gifted (SENG)
<http://sengifted.org>

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Questions

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Part 3:

Screening & Identification

Process



Gifted Services: Areas of Identification

- Specific Academic Aptitude (Grades K-12)
 - English
 - Mathematics
 - Science
 - Social Studies
- Visual or Performing Arts (Grades 3-12)
 - Visual Art
 - General Music

Screening for Gifted Services

- Each year, the total population is screened by school staff to create a pool of candidates based on students' need for gifted services.
- Students may be referred for services by their classroom teacher, school personnel, parents/guardians, community leaders, or other students **until April 1st** of the current school year
- Once a student is referred for services, the RTG supports teachers in creating a portfolio with *four main components for a holistic case study approach.*

1. Nationally-normed assessments

- Grade 1 students take the Naglieri Nonverbal Ability Test
- Grade 2 students take the Cognitive Abilities Test (CogAT)
- Other tests may be included such as the WISC (if parents provided) , Kaufman-Brief Intelligence Test (KBIT) (K referrals)
- This year, all 2nd - 5th graders will take the Cognitive Abilities Test if there is no CogAT on file
 - Each school schedules and notifies parents

2. School-based Achievement

- County Level:
SOLs and other available achievement data
- School Level:
Ongoing formative and summative
assessments
- Individual Level:
Honors or distinctions

3. Student Behaviors/Characteristics

- Local screening committee completes a Gifted Behavior Commentary (GBC)
 - Documents gifted characteristics and behaviors observed in a variety of settings across four categories
- Parent Information Sheet
 - Documents gifted characteristics and behaviors observed in a variety of settings across four categories
 - Provides an opportunity for parents to share examples that the school team may not have had an opportunity to observe during the school day

Gifted Behaviors Commentary (GBC)

Exceptional ability to learn

- Is highly reflective and/or sensitive to his/her environment
- Readily learns and adapts to new cultures
- Is acquiring language at a rapid pace

Exceptional application of knowledge

- Uses and interprets advanced symbol systems in academics, visual arts, and/or performing arts
- Acts as an interpreter, translator, and/or facilitator to help others
- Communicates learned concepts through role playing and/or detailed artwork

Exceptional creative / productive thinking

- Expresses ideas, feelings, experiences, and/or beliefs in original ways
- Perceives and manipulates patterns, colors, and/or symbols

Exceptional motivation to succeed

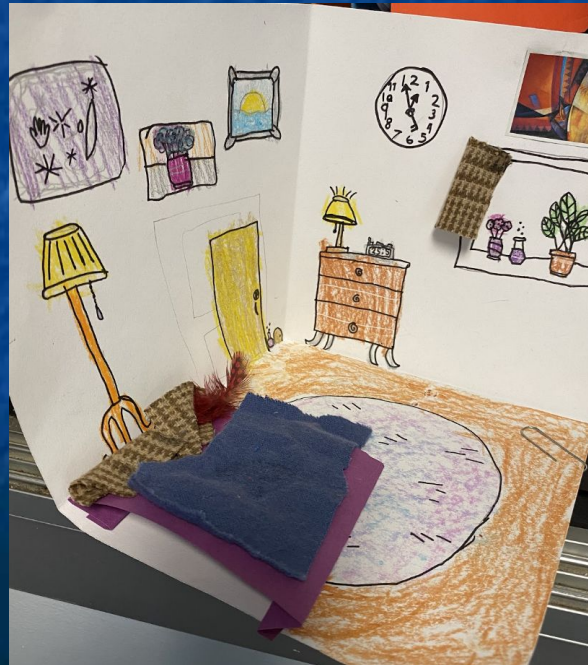
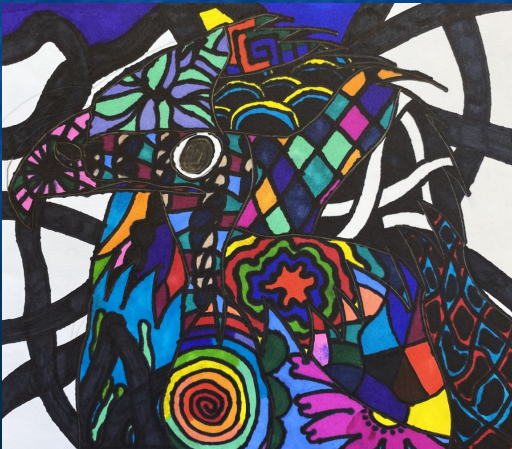
- Meets exceptional personal and/or academic challenges
- Exhibits a strong sense of loyalty and responsibility
- Demonstrates exceptional ability to adapt to new experiences

4. Demonstrated Performance

- Distinguished levels of performances when working with advanced content.
- Examples may include work like:
 - *Advanced mathematics as in Project M² & Project M³*
 - *Interpretive responses within William and Mary Language Arts units*
 - *Analysis of Primary Source Documents*
 - *Responses to Project Clarion Science Activities*
 - *Responses to Critical and Creative Thinking lessons*

Visual and Performing Arts (VPA)

- Referrals for Visual/Performing Arts begin in Grade 3
 - Art and Music Teacher Observations of Artistic Behaviors
 - Student Products provided by art/music teachers
 - Grades
 - Parent Information Form



Art Differentiation



- **Visual Arts:**
 - Differentiation takes place in the art classroom
 - Open-ended projects that allow for students to demonstrate their creativity and abilities



Music Differentiation

- **Vocal Music:**
 - Differentiation takes place in the music classroom
 - Open-ended projects that allow for students to demonstrate their creativity and abilities



Identification Decisions

- At the end of the referral process (90 instructional days), a school-based screening committee meets to review the student's portfolio and make determinations about eligibility.
- Identification decisions are sent to parents

Gifted Services Screening & Identification Process

APS Gifted Services

If students are found eligible

- Identified gifted students in grades 1-5 are **cluster grouped*** into classrooms with intellectual peers **typically for the upcoming school year*
- RTG plans with and supports the cluster teachers in daily differentiation for students who have already mastered grade-level content
 - Note: Support may look different in the various grade levels depending on teacher and student needs

If students are not found eligible

- An [appeal](#) is available to families following the eligibility process
 - Level One Appeal: begin at the school level with the principal
 - Level Two Appeal: countywide Gifted Services Administrative Appeals Committee

Parent Resources

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- Supporting Emotional Needs of the Gifted (SENG)
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Questions

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